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# Reading Matters!

*From the desks of Sherry Manley, Ashley Richardella, Jen Herncane, and Robyn Eckels—Early Literacy Coaches*

## *Importance of Building Oral Vocabulary ...and some dates to remember ☺*

### Upcoming Dates and Events

#### **Classroom Visitations:**

The Step by Step Learning consultants Mary Doe and Kelly will be coming around with your coaches to simply watch a lesson of yours and offer some suggestions.

On these days, the progress monitoring aides will also be with your coach and the consultant to help **monitor** the rest of your class while they are independently working or at centers that you have assigned.

#### **November 10<sup>th</sup> Inservice:**

Just for your own information, the November 10<sup>th</sup> inservice is going to be an opportunity for you to obtain some new ideas for your bag of tricks to help your classroom management during the RtI "Power Hour" time.

We will offer ideas to you to help organize and plan **centers** for your class to complete while you pull your LETRS intervention groups.

During the afternoon session, we have invited some people to speak to you all to offer some tips and advice on how to better handle some of the extreme behaviors of some students in your classrooms. They will also gladly allow time to answer your specific questions concerning this topic.

#### **December LETRS Refresher Dates:**

December 2, 3, 4, 5, 8 at Juniata Gap Elementary. You will be contacted very soon regarding which

### The Importance of Building Oral Vocabulary

The importance of vocabulary to reading cannot be overstated. Children who have been read to just 10 minutes a day seem to have much higher comprehension levels as they begin to read for themselves than children who were never read to. And **reading comprehension may be the single most important factor in academic success** in later elementary school and on through middle and high school.

#### **How does vocabulary affect reading comprehension?**

The words that a child has both heard and spoken make up the base of their comprehension when they begin to read. If a child has been limited in any way in their oral language process, reading instruction can be hampered.

#### **How can I easily yet effectively build oral vocabulary in my classroom?**

- 1) Stop and discuss vocabulary words during a read aloud.
- 2) Have a 'word of the day'.
- 3) Follow a simple routine:
  - Say the word
  - Define the word with student friendly language.
  - Provide an example of the word by using it in a meaningful sentence.
  - Allow the student to provide an example of their own.

# The Six Syllable Types

At the beginning of the school year, you all should have received a small poster of a clover that represents the six syllable types. Over the next few weeks, you will be hearing more about how teaching students syllable types can greatly enhance their ability to read multi-syllabic words. Here is a list of the syllable types (in the order they should be taught) with some added information about each of them.

1. **closed syllables:** This type of syllable has a single vowel with a consonant(s) after it. The consonant(s) "close" in the vowel making the vowel sound short (eg. map, sit, went, test, hop)
2. **open syllables:** This type of syllable contains a vowel at the end of the syllable and the vowel usually makes its long sound. (eg. go, me, we, so)
3. **vowel-consonant e syllables:** This type has a final e that makes the vowel long. (eg. make, time, vote, Pete)
4. **-r controlled syllables:** This type contains a vowel before the r. The vowel "loses its identity" as being long or short because it's co-articulated with /r/. (eg. barn, torn, fern, church)
5. **consonant -le syllables:** This type has -le at the end usually preceded by a consonant that is part of the syllable. (eg. bugle, tumble, circle, sparkle)
6. **vowel pair syllables:** This type contains two adjacent vowels in the same syllable. (eg. rain, green, coil, boy, pause)

\*Closed syllables alone make up 43% of syllables in English words (Stanback, 1992).

\*Open and closed syllables together account for almost 75% of English syllables (Stanback, 1992).

The six syllable types are found in Anglo-Saxon words, as well as in words that are Latin-based and Greek-based.

*A syllable types lesson to try:*

## **Flyswatter Syllables (attached)**

The following website is an excellent resource if you want to find out more about the six syllable types as well as wordlists to go with them:

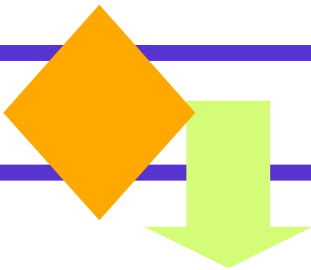
[www.resourceroom.net/readspell/wordlists/default.asp](http://www.resourceroom.net/readspell/wordlists/default.asp)

"Learning acquired in youth is an inscription on stone."

--Indian Proverb

"Every student can learn, just not on the same day, or in the same way."

George Evans



## Story Headline

The purpose of a newsletter is to provide specialized information to a targeted audience. Newsletters can be a great way to market your product or service, and also create credibility and build your organization's identity among peers, members, employees, or vendors.

First, determine the audience of the newsletter. This could be anyone who might benefit from the information it contains, for example, employees or people interested in purchasing a product or requesting your service.

You can compile a mailing list from business reply cards, customer information sheets, Business cards collected at trade shows, or membership lists. You might consider purchasing a mailing list from a

company.

If you explore the Project Gallery, you will find many publications that match the style of your newsletter.

Next, establish how much time and money you can spend on your newsletter. These factors will help determine how frequently you publish your newsletter at least quarterly so that it's considered a consistent source of information. Your customers or employees will look forward to its arrival.

Your headline is an important part of the newsletter and should be considered carefully.

## Story Headline

You can also research articles or find "filler" articles by accessing the World Wide Web. You can write about a variety of topics but try to keep your articles short.

Much of the content you put in your newsletter can also be used for your Web site. Microsoft Word offers a simple way to convert your newsletter to a Web publication. So, when you're finished writing your newsletter, convert it to a Web site and post it.

The subject matter that appears in

newsletters is virtually endless. You can include stories that focus on current technologies or innovations in your field.

You may also want to note business or economic trends, or make predictions for your customers or clients.

If the newsletter is distributed internally, you might comment upon new procedures or improvements to the business. Sales figures or earnings will show how your business is growing.

***"To catch the reader's attention, place an interesting sentence or quote from the story here."***



Your business  
tagline can go  
here

**We're on the Web!**

See us at:

## Back Page Story Headline

In a few words, it should accurately represent the contents of the story and draw readers into the story. Develop the headline before you write the story. This way, the headline will help you keep the story focused.

Examples of possible headlines include Product Wins Industry Award, New Product Can Save You Time, Membership Drive Exceeds Goals, and New Office Opens Near You.

One benefit of using your newsletter as a promotional tool is that you can reuse content from other marketing materials, such as press releases, market studies.

While your main goal of distributing a newsletter might be to sell your product or service, the key to a successful newsletter is making it useful to your readers.

## About Our Organization...

Think about your article and ask yourself if the picture supports or enhances the message you're trying to convey. Avoid selecting images that appear to be out of context.

Microsoft includes thousands of clip art images from which you can choose and import into your

newsletter. There are also several tools you can use to draw shapes and symbols.

Once you have chosen an image, place it close to the article. Be sure to place the caption of the image near the image.